Main Criteria: Structure and Style for Students Secondary Criteria: Ohio Learning Standards Subject: Language Arts

Grade: 4

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENT ATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
ST ANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN /		Speaking and Listening Standards K–12
ACADEMIC CONTENT STANDARD		
CONTENT		COMPREHENSION AND COLLABORATION
CONTENT STANDARD	SL.4.1.	
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	SL.4.1. SL.4.1.a.	COMPREHENSION AND COLLABORATION Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		COMPREHENSION AND COLLABORATION Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY	SL.4.1.a.	COMPREHENSION AND COLLABORATION Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL	SL.4.1.a. SL.4.1.b.	COMPREHENSION AND COLLABORATION Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY	SL.4.1.a. SL.4.1.b. SL.4.1.c.	COMPREHENSION AND COLLABORATION Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN /		
ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
ACADEMIC CONTENT STANDARD	10.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	10.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD		
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN /
ACADEMIC
CONTENT
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Reading Standards for Foundational Skills K–12

ST ANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- LEVEL
- DOMAIN / Writing Standards K-12 ACADEMIC CONTENT

STANDARD

ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD		
ST AND ARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENT AT ION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.4.2.a.	Determine a theme of a story, drama, or poem from details in the text.
PROFICIENCY	RL.4.2.b.	Summarize the text, incorporating a theme determined from details in the text.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.6.	Explain the differences in the point(s) of view in a text and different perspectives of the characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Speaking and Listening Standards K-12

ST ANDARD / BENCHMARK RANGE OF WRITING BENCHMARK / GRADE LEVEL INDICATOR W.4.10. Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN /	
ACADEMIC	
CONTENT	
STANDARD	

COMPREHENSION AND COLLABORATION STANDARD / BENCHMARK **BENCHMARK /** SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) GRADE LEVEL with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own INDICATOR clearly. PROFICIENCY SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and LEVEL other information known about the topic to explore ideas under discussion. PROFICIENCY SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. LEVEL PROFICIENCY SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to LEVEL the discussion and link to the remarks of others. PROFICIENCY SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICAT OR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICAT OR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD		
ST AND ARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENT AT ION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.4.2.a.	Determine a theme of a story, drama, or poem from details in the text.
PROFICIENCY	RL.4.2.b.	Summarize the text, incorporating a theme determined from details in the text.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.6.	Explain the differences in the point(s) of view in a text and different perspectives of the characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Speaking and Listening Standards K-12

ST ANDARD / BENCHMARK RANGE OF WRITING BENCHMARK / GRADE LEVEL INDICATOR W.4.10. Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN /	
ACADEMIC	
CONTENT	
STANDARD	

COMPREHENSION AND COLLABORATION STANDARD / BENCHMARK **BENCHMARK /** SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) GRADE LEVEL with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own INDICATOR clearly. PROFICIENCY SL.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and LEVEL other information known about the topic to explore ideas under discussion. PROFICIENCY SL.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. LEVEL PROFICIENCY SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to LEVEL the discussion and link to the remarks of others. PROFICIENCY SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC		Language Standards K-12

DOMAIN / ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46
		Ohio Learning Standards
		Language Arts
		Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC		College and Career Readiness Anchor Standards for Writing
CONTENT STANDARD		
		PRODUCTION AND DISTRIBUTION OF WRITING
STANDARD	4.	PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / BENCHMARK / GRADE LEVEL	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ST ANDARD ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		PRESENT AT ION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD /		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICAT OR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

ACADEMIC CONTENT STANDARD		
ST AND ARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

BENCHMARK / SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal GRADE LEVEL discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. INDICATOR (See grade 4 Language standards 1 for specific expectations.)

DOMAIN /

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
GRADE LEVEL	4.	
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GRADE LEVEL	4.	
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		purpose, and audience.
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	5.	purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	5.	purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.4.2.a.	Determine a theme of a story, drama, or poem from details in the text.
PROFICIENCY LEVEL	RL.4.2.b.	Summarize the text, incorporating a theme determined from details in the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.6.	Explain the differences in the point(s) of view in a text and different perspectives of the characters.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K-12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
		Line constrate words and shreeces and concert datails to convey experiences and events precisely

PROFICIENCY W.4.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

LEVEL

PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017

		Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD /		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK		
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.4.2.a.	Determine a theme of a story, drama, or poem from details in the text.
PROFICIENCY LEVEL	RL.4.2.b.	Summarize the text, incorporating a theme determined from details in the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.6.	Explain the differences in the point(s) of view in a text and different perspectives of the characters.

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN /		Reading Standards for Foundational Skills K-12

DOMAIN /
ACADEMIC
CONTENT
ST AND ARD

LEVEL

FLUENCY STANDARD / BENCHMARK BENCHMARK / RF.4.4. Read with sufficient accuracy and fluency to support comprehension. GRADE LEVEL INDICATOR PROFICIENCY RF.4.4.a. Read grade-level text with purpose and understanding. LEVEL RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY

DOMAIN /	Writing Standards K–12
ACADEMIC	·
CONTENT	
STANDARD	

ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICAT OR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017

ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE
ACADEMIC CONTENT STANDARD	9.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	9.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	9.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Draw evidence from literary or informational texts to support analysis, reflection, and research.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	9.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		RESEARCH TO BUILD AND PRESENT KNOWLEDGE Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.4.2.a.	Determine a theme of a story, drama, or poem from details in the text.
PROFICIENCY LEVEL	RL.4.2.b.	Summarize the text, incorporating a theme determined from details in the text.
DOMAIN / ACADEMIC CONT ENT ST ANDARD		Reading Standards for Literature K–12
ACADEMIC CONTENT		Reading Standards for Literature K–12 KEY IDEAS AND DET AILS
ACADEMIC CONTENT STANDARD	RL.4.3.	-
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL	RL.4.3.	KEY IDEAS AND DET AILS Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	RL4.3.	KEY IDEAS AND DET AILS Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	RL.4.3.	KEY IDEAS AND DET AILS Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Reading Standards for Literature K-12
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		KEY IDEAS AND DET AILS Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Reading Standards for Literature K-12 CRAFT AND STRUCTURE

BENCHMARK /	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text
GRADE LEVEL		complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and
INDICATOR		draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Reading Standards for Foundational Skills K-12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ACADEMIC CONTENT		Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD	L.4.1.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.4.1. L.4.1.f.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards K-12
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	L.4.1.f.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICAT OR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		Ohio Learning Standards
		Language Arts
		Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DET AILS

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
ACADEMIC CONTENT STANDARD	10.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL	10.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
ACADEMIC CONTENT STANDARD BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	10.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Read, comprehend, and respond to complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Read, comprehend, and respond to complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.

ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K-12
STANDARD / BENCHMARK		FLUENCY
	RF.4.4.	FLUENCY Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK / BENCHMARK / GRADE LEVEL	RF.4.4. RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension.

LEVEL

TEXT TYPES AND PURPOSES STANDARD / BENCHMARK **BENCHMARK /** W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **GRADE LEVEL** INDICATOR PROFICIENCY W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., LEVEL headings), illustrations, and multimedia to aid comprehension, if needed. PROFICIENCY W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the LEVEL topic. PROFICIENCY W.4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. LEVEL DOMAIN / Writing Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / PRODUCTION AND DISTRIBUTION OF WRITING BENCHMARK **BENCHMARK /** W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and **GRADE LEVEL** audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) INDICATOR **BENCHMARK** / W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, GRADE I EVEL and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including INDICATOR grade 4.) **BENCHMARK** / W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as GRADELEVEL well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills. INDICATOR **DOMAIN /** Writing Standards K-12 ACADEMIC CONTENT ST AND ARD RESEARCH TO BUILD AND PRESENT KNOWLEDGE STANDARD / BENCHMARK **BENCHMARK /** W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes **GRADE LEVEL** and categorize information and provide a list of sources. INDICATOR DOMAIN / Writing Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK	
BENCHMARK / GRADE LEVEL INDICATOR	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
	L.4.1.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / BENCHMARK / GRADE LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT ST ANDARD /		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards K-12
BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT ST ANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.4.1.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and
BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY	L.4.1.f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards K-12 CONVENTIONS OF ST ANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Ohio Learning Standards Language Art s Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ACADEMIC CONTENT		Writing Standards K-12 RESEARCH TO BUILD AND PRESENT KNOWLEDGE
ACADEMIC CONTENT STANDARD	W.4.8.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL	W.4.8.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	W.4.8.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	W.4.8.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. Writing Standards K-12
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL		RESEARCH TO BUILD AND PRESENT KNOWLEDGE Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. Writing Standards K-12 RESEARCH TO BUILD AND PRESENT KNOWLEDGE

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		Ohio Learning Standards
		Language Art s
DOMAIN /		Grade 4 - Adopted: 2017
ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK /	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD		
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

DOMAIN /	Reading Standards for Informational Text K-12
ACADEMIC	
CONTENT	
STANDARD	

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN /		Reading Standards for Foundational Skills K-12

DOMAIN /
ACADEMIC
CONTENT
STANDARD

STANDARD / FLUENCY BENCHMARK **BENCHMARK /** RF.4.4. Read with sufficient accuracy and fluency to support comprehension. GRADE LEVEL INDICATOR PROFICIENCY RF.4.4.a. Read grade-level text with purpose and understanding. LEVEL

PROFICIENCY RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD		
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
	1 / 2 h	Choose nunctuation for effect

PROFICIENCY L.4.3.b. Choose punctuation for effect. LEVEL

STANDARD / VOCABULARY ACQUISITION AND USE BENCHMARK **BENCHMARK /** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade L.4.4. **GRADE LEVEL** 4 reading and content, choosing flexibly from a range of strategies. INDICATOR PROFICIENCY L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. I FVFI DOMAIN / Language Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / VOCABULARY ACQUISITION AND USE BENCHMARK **BENCHMARK** / 146 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including GRADELEVEL those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic INDICATOR to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017 DOMAIN / **College and Career Readiness Anchor Standards for Reading** ACADEMIC CONTENT **STANDARD** STANDARD / **KEY IDEAS AND DET AILS** BENCHMARK 2 **BENCHMARK** / Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components. GRADELEVEL INDICATOR **DOMAIN / College and Career Readiness Anchor Standards for Reading** ACADEMIC CONTENT **STANDARD** STANDARD / CRAFT AND STRUCTURE BENCHMARK **BENCHMARK /** 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **GRADE LEVEL** meanings, and analyze how specific language choices shape meaning, mood, or tone of the text. INDICATOR **BENCHMARK /** 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **GRADE LEVEL** section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN / ACADEMIC CONTENT STANDARD

INDICATOR

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC		College and Career Readiness Anchor Standards for Writing
CONTENT STANDARD		
		PRODUCTION AND DISTRIBUTION OF WRITING
STANDARD	4.	PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / BENCHMARK / GRADE LEVEL	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BOMAIN / ACADEMIC CONTENT	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL	RI.4.5.	
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	RI.4.5.	concepts, or information in a text or part of a text.

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ACADEMIC CONTENT		Writing Standards K-12 TEXT TYPES AND PURPOSES
ACADEMIC CONTENT STANDARD	W.4.2.	
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	W.4.2. W.4.2.a.	TEXT TYPES AND PURPOSES
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	W.4.2.a.	TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY	W.4.2.a. W.4.2.b. W.4.2.d.	TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	W.4.2.a. W.4.2.b. W.4.2.d.	TEXT TYPES AND PURPOSES Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC		Language Standards K–12

ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICAT OR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY	144a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

PROFICIENCY L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. LEVEL

STANDARD / BENCHMARK VOCABULARY ACQUISITION AND USE BENCHMARK / GRADE LEVEL INDICATOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

STANDARD		
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICAT OR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
ST ANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY RF.4.4.a. Read grade-level text with purpose and understanding. LEVEL

PROFICIENCY RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ACADEMIC CONTENT		Writing Standards K–12 PRODUCTION AND DISTRIBUTION OF WRITING
ACADEMIC CONTENT STANDARD	W.4.4.	-
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	W.4.4. W.4.5.	PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

INDICATOR

STANDARD / RESEARCH TO BUILD AND PRESENT KNOWLEDGE BENCHMARK **BENCHMARK** / W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **GRADE LEVEL** INDICATOR PROFICIENCY W.4.9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to LEVEL support particular points in a text"). DOMAIN / Writing Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / RANGE OF WRITING BENCHMARK **BENCHMARK** / W.4.10. Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single GRADE LEVEL sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. INDICATOR DOMAIN / Speaking and Listening Standards K-12 ACADEMIC CONTENT **STANDARD** STANDARD / COMPREHENSION AND COLLABORATION BENCHMARK **BENCHMARK /** SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, **GRADE LEVEL** quantitatively, and orally. INDICATOR DOMAIN / Language Standards K-12 ACADEMIC CONTENT ST AND ARD STANDARD / CONVENTIONS OF STANDARD ENGLISH BENCHMARK **BENCHMARK /** L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** speaking.

 PROFICIENCY
 L.4.1.d.
 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

 PROFICIENCY
 L.4.1.f.
 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

 LEVEL
 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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		Ohio Learning Standards Language Arts
		Grade 4 - Adopted: 2017
DOMAIN /		College and Career Readiness Anchor Standards for Reading
ACADEMIC CONTENT STANDARD		
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K-12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY RF.4.4.a. Read grade-level text with purpose and understanding. LEVEL

PROFICIENCY	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LEVEL		

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.

PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130
		Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS

BENCHMARK /		
GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD		
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
STANDARD /	10.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
ST ANDARD / BENCHMARK / GRADE LEVEL	10.	
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD /	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
ST ANDARD / BENCHMARKBENCHMARK / GRADE LEVEL INDICATORDOMAIN / ACADEMIC CONTENT ST ANDARDST ANDARD / BENCHMARK / GRADE LEVEL		Read, comprehend, and respond to complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing TEXT TYPES AND PURPOSES Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST AND ARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD

STANDARD		
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK		
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT	,	Writing Standards K-12

ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICAT OR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138
		Ohio Learning Standards
		Language Arts Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY

BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.

PROFICIENCY RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. LEVEL

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL	W.4.9. W.4.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
GRADE LEVEL INDICATOR		Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or
GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT		Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT ST ANDARD		Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards K-12
GRADE LEVEL INDICAT OR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT ST ANDARD ST ANDARD / BENCHMARK / GRADE LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards K–12 RANGE OF WRITING Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single
GRADE LEVEL INDICAT ORPROFICIENCY LEVELDOMAIN / ACADEMIC CONTENT STANDARDSTANDARD / BENCHMARK / GRADE LEVEL INDICATORDOMAIN / ACADEMIC CONTENT	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards K–12 RANGE OF WRITING Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONT ENT ST ANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC		Language Standards K–12

DOMAIN /	Language Standar
ACADEMIC	
CONTENT	
STANDARD	

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150
		Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing
STANDARD		
		PRODUCTION AND DISTRIBUTION OF WRITING
ST ANDARD	4.	PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / BENCHMARK / GRADE LEVEL	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ST ANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BOMAIN / ACADEMIC CONTENT	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY
	RF.4.4.	FLUENCY Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK BENCHMARK / GRADE LEVEL		
BENCHMARK / BENCHMARK / GRADE LEVEL INDICAT OR	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards K-12
BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT ST ANDARD / BENCHMARK / GRADE LEVEL	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards K-12 TEXT TYPES AND PURPOSES

PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT ST ANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / L.4.6. GRADE LEVEL INDICATOR Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GRADE LEVEL

of the text in which it appears.

INDICATOR

STANDARD		
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK /	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,

animations, or interactive elements on Web pages) and explain how the information contributes to an understanding

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K-12
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own
INDICATOR		clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

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ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K-12
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
PROFICIENCY LEVEL	RI.4.2.b.	Provide a summary of the text that includes the main idea and key details, as well as other important information.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN /
ACADEMIC
CONTENT
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LEVEL

Reading Standards for Foundational Skills K–12

ST ANDARD /
BENCHMARKFLUENCYBENCHMARK /
GRADE LEVEL
INDICAT ORRF.4.4.Read with sufficient accuracy and fluency to support comprehension.PROFICIENCY
LEVELRF.4.4.a.Read grade-level text with purpose and understanding.PROFICIENCY
NOFICIENCYRF.4.4.c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN /	Writing Standards K–12
ACADEMIC	
CONTENT	
STANDARD	

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICAT OR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ACADEMIC CONTENT		Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD	L.4.1.	
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.4.1. L.4.1.d.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	L.4.1.d.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.4.1.d.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	L.4.1.d.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards K-12

LEVEL

PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 20 Page 171-176
		Ohio Learning Standards Language Art s Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT ST ANDARD		Language Art s

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
	W.4.2.a. W.4.2.b.	
LEVEL		headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
LEVEL PROFICIENCY LEVEL PROFICIENCY	W.4.2.b.	headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	W.4.2.b.	headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.
LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT ST ANDARD /	W.4.2.b.	headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards K–12

BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT		Language Standards K-12
STANDARD		
ST ANDARD / ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
ST ANDARD /	L.4.1.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST ANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	L.4.1. L.4.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or
ST ANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICAT OR		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
STANDARD / BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY	L.4.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STANDARD / BENCHMARK / GRADE LEVEL INDICAT OR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY	L.4.1.d. L.4.1.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases.
ST ANDARD / BENCHMARKBENCHMARK / GRADE LEVELINDICAT ORPROFICIENCY LEVELPROFICIENCY LEVELPROFICIENCY LEVELDOMAIN / ACADEMIC CONTENT	L.4.1.d. L.4.1.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	L.4.1.d. L.4.1.e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards K-12

LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		Ohio Learning Standards
		Language Art s Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		
ACADEMIC CONTENT		Grade 4 - Adopted: 2017
ACADEMIC CONTENT STANDARD STANDARD /	7.	Grade 4 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	7.	Grade 4 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading INTEGRATION OF KNOWLEDGE AND IDEAS Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	7.	Grade 4 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading INTEGRATION OF KNOWLEDGE AND IDEAS Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
	10.	RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
BENCHMARK / GRADE LEVEL	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD BENCHMARK / GRADE LEVEL		 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
BENCHMARKBENCHMARK / GRADE LEVEL INDICATORDOMAIN / ACADEMIC CONTENT STANDARDSTANDARD / BENCHMARK / GRADE LEVEL INDICATORDOMAIN / ACADEMIC CONTENTDOMAIN / ACADEMIC CONTENT		 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD		
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K-12
ST AND ARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE

BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICAT OR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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		Ohio Learning Standards Language Arts Grade 4 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ST ANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING
ACADEMIC CONTENT STANDARD	4.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL	4.	PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	5.	PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
ST ANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
ACADEMIC CONTENT		Language Standards K-12 KNOWLEDGE OF LANGUAGE
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK	L.4.3.	
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL	L.4.3. L.4.3.a.	KNOWLEDGE OF LANGUAGE
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY		KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	L.4.3.a. L.4.3.b.	KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.4.3.a. L.4.3.b.	KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect.